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ABSTRACT

This guide was written to help young women find their place in the world and move toward that place. Organized in two parts, the manual includes directions for the instructor and handouts for students (in eighth and ninth grade). Part 1 contains descriptions of activities and suggestions for using the activities with small groups of young women, in addition to directions for individual work. Some of the activities include writing an autobiography, rating interests, listing skills, discussing work values, learning about job clusters and specific jobs, visualizing oneself in the world of work, practicing decision-making skills, learning assertiveness, setting goals, planning a career, and choosing high school courses. Part 2 contains sample agendas for using the activities during a 2- to 5-day concentrated workshop or throughout a semester. (Part 2 concludes with an annotated list of suggested materials citing some sex-fair career guidance computer programs and selected career guidance books. This manual may be used in tandem with a companion guide entitled "Building Partnerships. Career Exploration in the Workplace." (KC)

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Chart Your Course

Career Planning for Young Women

By
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U.S. Department of Education
Lauro F. Cavazos, Secretary

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Introduction

Chart your course. Plan your life. Think about where you want to go, and decide what you need to do to get there. *Chart Your Course: Career Planning for Young Women* was written to help young women find their place in the world and move toward that place.

This manual includes directions for the instructor and handouts for the student, which the instructor will need to duplicate for handout materials. Part 1 has descriptions of activities and suggestions for using the activities with small groups of young women, in addition to directions for individual work. *Chart Your Course: Career Planning for Young Women* can be used independently by individual students, but some group sharing of results would enhance the young women's learning. The activities can be used during a two- to five-day concentrated time period or throughout a semester; sample agendas are included in part 2. Some sex-fair career guidance computer programs and selected career guidance books are also included.

We saw a need for a brief career guidance program for eighth- and ninth-grade students that leads students through the career exploration process into additional career guidance resource materials. Counselors or teachers of these young women or leaders of Girl Scouts, Girls' Clubs, Campfire Girls, 4-H Clubs, or Young Women's Christian Association groups will find this manual a valuable career exploration and planning guide for the young women with whom they work.

Use of this program will result in the following outcomes:

1. A list of possible occupations for each student to explore
2. A knowledge of the process of career exploration and planning

These outcomes will be a result of the following:

1. Increased student awareness of
   - interests, skills, and values and how they relate to careers
   - occupation clusters
   - relevance of high school courses to one's future
2. Improved student skills for
   - using resources to learn more about the clusters and about specific occupations
   - generating career options for oneself
   - making decisions, being assertive, and setting and accomplishing goals

Part 1

Career Guidance Activities

1

Looking at Me

Instant Autobiography

Purpose

To increase self-awareness in an individual
To increase self-awareness and build group rapport in small groups or a class

Materials

"Instant Autobiography" handout*

Procedure

For small groups or a class: Ask each student to pair up with a student she doesn't know (or doesn't know well). After each has completed the form, ask each to introduce her partner by telling the information on the partner's form.

* All handouts and activities, unless otherwise noted, have been developed by the author.

Handout

Instant Autobiography

Directions

Complete this form with your own answers.

1. Name _____
2. Grade _____
3. If I could be really good at something, I would like that something to be _____

   _____

   _____
4. I am happiest when I am _____

   _____

   _____
5. Going to high school will be or is _____

   _____

   _____

   because _____

   _____

   _____
6. A career that my parents would like me to pursue is _____

   _____

   _____
7. One of the ways my parents have encouraged me is _____

   _____

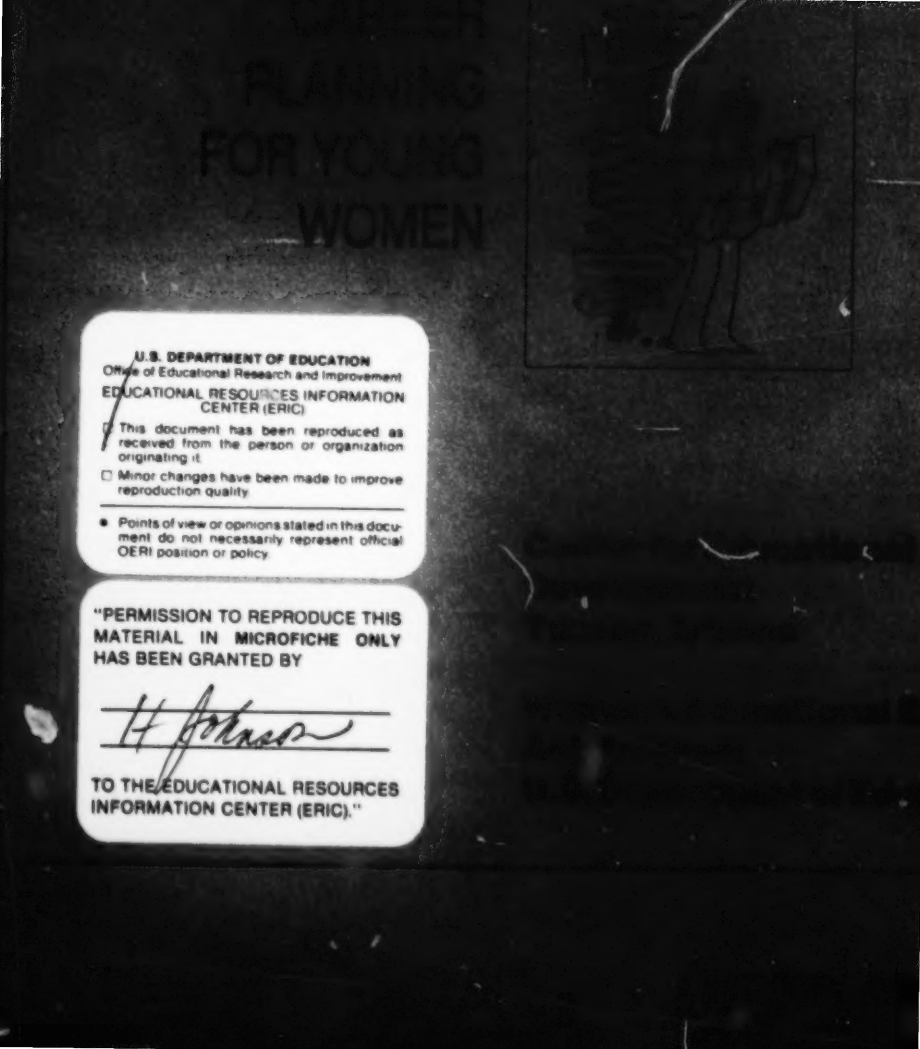
   _____

8. I think an ideal career for me would be _____

because _____

Interests Suggest Careers

Purpose	To help students better understand their interests and how those interests suggest careers
Materials	"Interests Suggest Careers" handout
Procedure	After students have completed the handout working individually, ask them to work in small groups to brainstorm more related careers for each student's top three interests (item 5). To conclude, ask individuals to share with the whole group their top three interests and the one career they find most appealing.



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Handout

Interests Suggest Careers

Directions

Write in your answers in the space indicated.

1. List things you like to do in your free time.

2. List your favorite subjects in school.

3. List things you enjoy learning more about in your free time.

4. List other interests of yours; write down as many as you can think of.

5. An interest in seeing how things work and fixing them or making them work better could suggest an occupation as a mechanic or an engineer. From your listed interests, choose three favorites, and for each, list a related career.

Interests	*Related Careers*

My Skills

Purpose

To identify personal skills

Materials

"My Skills" handout

Procedures

For small-group work, have students do items 1–5 individually and then work together on item 6. Have the students record each of their responses with felt-tip markers on 8 1/2" x 11" paper and "paper" the room with them. Be aware that some terms may have to be defined.

For example: The owner of a welding business uses:

- organizing
- budgeting
- constructing

Handout

My Skills

Directions

Circle the skills that you find most satisfying and enjoyable.

writing	defining	researching
analyzing	organizing	evaluating
designing	planning	programming
directing	initiating	coordinating
delegating	developing	implementing
enlisting	leading	recruiting
persuading	administering	counseling
training	managing	educating
reconciling	encouraging	negotiating
bookkeeping	promoting	budgeting
reporting	motivating	summarizing
advocating	trouble-shooting	fund raising
lobbying	communicating	public speaking
supervising	calculating	operating
visualizing	numerical reasoning	constructing
improvising	investigating	assembling
drawing	confronting	adjusting
cooperating	performing	measuring
synthesizing	reading	estimating

List additional skills of yours in the spaces below.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Put a star in front of your five *favorite* skills; these would be skills that you would like to use in a job some day. Number those five starred skills so that 1 is your favorite, on down to 5. Recopy those five onto the spaces below.

1. _____

2. _____

3. _____

4. _____

5. _____

Brainstorm occupations in which you would use your top skills. For example, the skills of writing and analyzing could suggest the occupation "science textbook author."

Skills	*suggest*	Jobs
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

My Work Values

Purpose

To help students identify their work values and to relate those values to occupations

Materials

"Work Values" handout

Procedure

1. Give each student a copy of "Work Values."
2. Explain to students what a value is, where values come from, and how they affect the decisions we make.
3. Explain work values and how they affect the job decisions we will make, as well as our happiness and satisfaction on the job.
4. Have students rank the values from 1 to 13. You may need to read and explain each value.
5. Have students record their two most important and two least important values.
6. Have each student tell others in the group what her two most important work values are; ask students what occupations would relate to those values.

Handout

Work Values*

I. We each hold our own set of beliefs about what is important to us; because of the culture in which we grow up, our families, and our own experiences, we each develop our own set of values. Rank each work value according to its importance to you. Write 1 on the line in front of the work value that you think is most important. Write 2 in front of the one that is second in importance. Continue until you have ranked all the work values. *Note*: Twenty values are listed.

____ HELP SOCIETY: Contribute to the betterment of the world I live in.

____ HELP OTHERS: Help other people directly, either individually or in small groups.

____ PUBLIC CONTACT: Have a lot of day-to-day contact with people.

____ WORK WITH OTHERS: Have close working relationships with a group; work as a team toward common goals.

____ FRIENDSHIP: Develop close personal relationships with the people I work with.

____ COMPETITION: Pit my abilities against those of others. There are clear outcomes.

____ MAKE DECISIONS: Have the power to set policy and determine a course of action.

____ WORK UNDER PRESSURE: Work in a situation in which deadlines and high-quality work are required by my supervisor.

____ POWER AND AUTHORITY: Control other people's work activities.

____ WORK ALONE: Do things by myself, without much contact with others.

____ KNOWLEDGE: Seek knowledge, truth, and understanding.

____ INTELLECTUAL STATUS: Be regarded by others as a person of intellectual achievement or an expert.

____ ARTISTIC CREATIVITY: Do creative work in any of several art forms.

____ CREATIVITY (GENERAL): Create new ideas, programs, organizational structures, or anything else that has not been developed by others.

____ CHANGE AND VARIETY: Have job duties that often change or are done in different settings.

____ EXCITEMENT: Do work that is very exciting or that often is exciting.

____ ADVENTURE: Do work that requires me to take risks.

____ PROFIT, GAIN: Expect to earn large amounts of money or other material possessions.

____ PHYSICAL CHALLENGE: Have a job whose physical demands are challenging and rewarding.

____ TIME FREEDOM: Handle my job according to my own time schedule, no specific working hours required.

From Bureau of Labor Statistics, *Exploring Careers*, Bulletin 2001.

II. Can you see how a strong valuing of adventure could suggest some occupations while a strong valuing of orderliness could suggest others? Now list your two most important values and your two least important values.

Most Important	*Least Important*
1. _____	1. _____
2. _____	2. _____

III. List three careers suggested by your work values.

1. _____

2. _____

3. _____

2

Learning about the World of Work

Job Clusters

Purpose

To become more aware of the job clusters within the world of work and of specific occupations within clusters.

Materials

"Job Clusters" handout
"From *Exploring Careers*" handout

Procedure

Begin by asking students to list the groups or clusters of jobs that they can think of. Tell them they will add to this list by looking at one way (but not the only way) to organize the world of work into clusters.

Given the form titled "Job Clusters," and the handout "From *Exploring Careers*," have the students list at least three occupations that appeal to them for each cluster heading on the form.

When students have completed this task, they can, if time allows, share the occupations they listed under each heading to reinforce the cluster concept.

Handout

Job Clusters

Directions

Look at the cluster headings and specific occupations listed on the handout "From *Exploring Careers*." Under each cluster heading below, list at least three occupations that have some appeal for you.

Industrial Production

_____

_____

_____

Office

_____

_____

_____

Service

_____

_____

_____

Education

_____

_____

_____

Sales

_____

_____

_____

Construction

_____

_____

_____

Transportation

_____

_____

_____

Scientific and Technical

_____

_____

_____

Mechanical and Repairs

_____

_____

_____

Health

_____

_____

_____

Social Scientists

_____

_____

_____

Social Services

_____

_____

_____

Performing Arts, Design and Communications

_____

_____

_____

Agriculture, Forestry and Fishery

_____

_____

_____

Handout

From *Exploring Careers*

Preface

Exploring Careers is a career education resource for youngsters of junior high school age. It provides the kind of information about the world of work that young people need to prepare for a well-informed career choice. At the same time, it offers readers a way of learning more about themselves. The publication aims to build career awareness by means of occupational narratives, evaluative questions, activities, and career games presented in 14 occupational clusters. *Exploring Careers* emphasizes what people do on the job and how they feel about it and stresses the importance of "knowing yourself" when considering a career. It is designed for use in middle school/junior high classrooms, career resource centers, and youth programs run by community, religious, and business organizations.

Exploring Careers was prepared in the Bureau's Division of Occupational Outlook under the supervision of Russell B. Flanders and Neal H. Rosenthal. Max L. Carey provided general direction. Anne Kahl supervised the planning and preparation of the publication. Members of the Division's staff who contributed sections were Lisa S. Dillich, David B. Herst, H. Philip Howard, Chester Curtis Levine, Thomas Nardone, Debra E. Rothstein, and Kathy Wilson. Gloria D. Blue, Brenda Marshall, and Beverly A. Williams assisted.

The Bureau gratefully acknowledges the cooperation of the workers who agreed to be interviewed and photographed, the teachers and students who field tested a sample chapter, and all who shared their ideas with BLS. Many people in the counseling community offered encouragement and support. Special thanks for her generous assistance go to Cathy Cockrill, Career Education Curriculum Specialist, Fairfax County Public Schools, Fairfax, Virginia.

Although they are based on interviews with actual workers, the occupational narratives are largely fictitious.

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Exploring Careers

[The table on pp. 20–27] lists 19 job characteristics and matches them with nearly 300 occupations from the *Occupational Outlook Handbook*. Of course, the table is just a starting point. By matching your traits with those often associated with specific occupations, you can weed out jobs that don't suit you at all. You may come up with a long list of "possibles." Those are the occupations to learn more about. . . .

Before you move ahead, take a few moments to look over the descriptions of the 19 job characteristics. What is meant, for example, by "competition on the job?" Does that mean it's hard to get this kind of job? Not at all. The explanation appears under item 16 below.

Job Characteristics

1. *Problem-solving ability*—the ability to identify a problem and then to decide what should be done to correct it. Auto mechanics, who spend much of their time fixing cars, need problem-solving ability.

From Bureau of Labor Statistics, *Exploring Careers*, Bulletin 2001.

2. *Uses tools, machinery*—takes a talent for working with your hands. Often, knowing how machines work is necessary, too. Tool-and-diemakers, who use machine tools and precision measuring instruments to produce other tools and metal forms, need skill in this area.
3. *Instructs others*—the quality of helping others learn how to do or understand something. Receptionists and hotel clerks help others in this way.
4. *Repetitious*—work in which the same thing is done over and over again. An assembler who works on a production line does repetitious work.
5. *Hazardous*—involves the use of dangerous equipment or materials or work in dangerous surroundings. Elevator constructors, who work at great heights, have hazardous jobs.
6. *Outdoors*—refers to occupations in which a major portion of time is spent outdoors, frequently without regard to weather conditions. Roofers, who apply roofing materials to the tops of buildings, work outdoors.
7. *Physical stamina required*—able to lift heavy weights, walk long distances, stand for long periods, or stoop frequently. Bricklayers, police officers, and chefs all need physical stamina.
8. *Generally confined*—workers who have to stay in one place most of the time. Truck drivers who sit behind the wheel for many hours and statistical clerks who do their work at a desk for most of the day are examples.
9. *Precision*—work involves high standards of accuracy. Accountants, air traffic controllers, and machinists are examples.
10. *Works with detail*—refers to technical data, numbers, or written materials. Machinists who consult blueprints or written specification before making each machined product and programmers who write instructions for the computer are examples.
11. *Frequent public contact*—work involves day-to-day contact with people who need information or service. Automobile service advisers, receptionists, hotel clerks, bank tellers, waiters, and barbers are all examples.
12. *Part time*—refers to occupations in which many workers are employed for fewer than 35 hours a week. Waiters and waitresses and real estate agents are examples.
13. *Able to see results*—refers to jobs that produce an actual product or accomplishment. Bricklayers, chefs, and choreographers all see results.
14. *Creativity*—work involves new ideas, programs, designs, or products. Writers, industrial designers, and engineers are examples of the many different kinds of workers whose jobs require creativity.
15. *Influences others*—the ability to stimulate others to think or act in a certain way. Automobile sales workers who influence customers to buy and teachers who inspire students to learn are examples.
16. *Competition on the job*—refers to occupations in which competition with coworkers for recognition or advancement is an integral part of the job. College teachers who compete for tenure, securities sales workers who compete for commissions, and models who compete for assignments are all examples.
17. *Works as part of a team*—refers to occupations in which cooperation with coworkers is an integral part of the job. Instrument makers, who work closely with scientists and engineers to translate designs into models, and school counselors, who work closely with other staff members, are examples.
18. *Jobs widely scattered*—occupations that are found in most parts of the country. Occupations that do not have a dot in this space tend to be highly concentrated in one or a few geographic locations. For example, secretaries work throughout the country while petroleum engineers work mostly in the oil-producing states of Texas, Oklahoma, Louisiana, and California.

19. *Initiative*—jobs that demand the ability to determine on one's own what should be done, as well as the motivation to do it without close supervision. Lawyers and newspaper reporters need initiative.

Table 2. Personal Characteristics and Jobs

	1 Problem-solving ability	2 Uses tools, machinery	3 Instructs others	4 Repetitious	5 Hazardous	6 Outdoors	7 Physical stamina required	8 Generally confined	9 Precision	10 Works with detail	11 Frequent public contact	12 Part time	13 Able to see results	14 Creativity	15 Influences others	16 Competition on the job	17 Works as part of a team	18 Jobs widely scattered	19 Initiative
INDUSTRIAL PRODUCTION OCCUPATIONS																			
Foundry occupations																			
Patternmarkers		•						•		•								•	
Molders		•		•				•										•	
Coremakers		•		•				•		•								•	
Machining occupations																			
√ All-round machinists		•						•		•								•	
Instrument makers (mechanical)		•						•		•				•					
Machine tool operators		•		•				•		•								•	
Setters (machine tools)		•						•		•								•	
Tool-and-die makers		•						•		•								•	
Printing occupations																			
√ Compositors		•						•		•								•	
Lithographers		•						•		•				•				•	
Photoengravers		•						•		•									
Electrotypers and stereotypers		•		•				•		•								•	
Printing press operators		•		•				•										•	
Bookbinders and bindery workers		•		•				•											
Other industrial production and related occupations																			
√ Assemblers		•		•				•											
Automobile painters																			
Blacksmiths		•		•								•						•	
Blue-collar worker supervisors										•								•	
Boilermaking occupations		•		•						•								•	
Boiler tenders		•																•	
Electroplaters		•		•				•											
Forge shop occupations		•		•															
Furniture upholsterers		•		•				•						•				•	
Inspectors (manufacturing)		•		•				•		•								•	
Millwrights		•								•								•	
Motion picture projectionists		•		•				•				•						•	
Ophthalmic laboratory technicians		•		•				•										•	
Photographic laboratory occupations		•		•				•										•	
Power truck operators		•		•		•		•										•	
Production painters		•		•				•										•	
Stationary engineers		•																•	
Wastewater treatment plant operators		•				•				•								•	
Welders		•		•		•												•	
OFFICE OCCUPATIONS																			
Clerical occupations																			
Bookkeeping workers				•				•		•		•						•	
Cashiers				•				•		•		•						•	
Collection workers				•				•		•								•	
File clerks				•						•		•						•	
Office machine operators		•		•				•		•								•	
Postal clerks		•		•				•		•								•	
Receptionists				•				•		•		•							
Secretaries and stenographers				•				•		•		•						•	

Table 2. *Continued*

	1 Problem-solving ability	2 Uses tools, machinery	3 Instructs others	4 Repetitious	5 Hazardous	6 Outdoors	7 Physical stamina required	8 Generally confined	9 Precision	10 Works with detail	11 Frequent public contact	12 Part time	13 Able to see results	14 Creativity	15 Influences others	16 Competition on the job	17 Works as part of a team	18 Jobs widely scattered	19 Initiative
Shipping and receiving clerks		•		•						•								•	
Statistical clerks				•				•		•								•	
Stock clerks		•		•						•								•	
Typists				•				•		•		•						•	
Computer occupations																			
Computer operating personnel		•		•				•		•								•	
√ Programmers								•		•								•	
Systems analysts										•									
Banking occupations																			
Bank clerks				•				•		•									
√ Bank officers								•		•								•	
Bank tellers				•				•		•		•						•	
Insurance occupations																			
Actuaries								•		•								•	
Claim representatives										•								•	
Underwriters								•		•								•	
Administrative occupations																			
Accountants								•		•								•	
Advertising workers										•			•		•				
Buyers										•								•	
City managers										•			•					•	
Credit managers								•		•								•	
Industrial traffic managers										•								•	
Lawyers										•			•		•			•	
Market research workers										•			•					•	
Personnel and labor relations workers										•			•					•	
√ Planners										•			•					•	
Public relations workers										•			•		•				
Purchasing agents										•								•	
SERVICE OCCUPATIONS																			
Cleaning occupations																			
√ Building service workers		•		•								•						•	
Pest controllers		•																•	
Food service occupations																			
Bartenders								•				•						•	
√ Chefs		•						•				•	•					•	
Dining room attendants and dishwashers				•								•						•	
Food counter workers				•				•				•						•	
Meatcutters		•		•				•										•	
Waiters and waitresses				•								•						•	
Hotel occupations																			
Bellhops and bell captains				•								•						•	
√ Hotel clerks				•				•		•								•	
Hotel housekeepers and assistants		•		•						•								•	
Hotel managers and assistants										•								•	
Personal service occupations																			
Barbers		•		•				•				•						•	
Cosmetologists		•		•				•				•						•	
Funeral directors and embalmers																		•	

Table 2. *Continued*

	1 Problem-solving ability	2 Uses tools, machinery	3 Instructs others	4 Repetitious	5 Hazardous	6 Outdoors	7 Physical stamina required	8 Generally confined	9 Precision	10 Works with detail	11 Frequent public contact	12 Part time	13 Able to see results	14 Creativity	15 Influences others	16 Competition on the job	17 Works as part of a team	18 Jobs widely scattered	19 Initiative
Private household occupations																			
Private household workers		•		•								•						•	
Protective service occupations																			
Correction officers				•				•		•								•	
FBI special agents										•								•	
Firefighters		•				•													
Guards				•				•										•	
√ Police officers						•				•								•	
State police officers				•		•				•								•	
Construction inspectors						•				•								•	
Health and regulatory inspectors										•								•	
Occupational safety and health workers										•								•	
Other service occupations																			
Mail carriers				•		•												•	
Telephone operators		•		•				•										•	
EDUCATION OCCUPATIONS																			
School occupations																			
Kindergarten and elementary school teachers										•				•				•	
Teacher aides										•		•						•	
√ Secondary school teachers										•				•				•	
√ School counselors										•				•				•	
College occupations																			
College and university teachers										•				•		•		•	
College student personnel workers										•								•	
College career planning and placement counselors										•				•				•	
Library occupations																			
√ Librarians										•				•				•	
Library technicians and clerks										•		•						•	
SALES OCCUPATIONS																			
√ Automobile parts counter workers				•														•	
Automobile sales workers												•						•	
Automobile service advisers																		•	
√ Gasoline service station attendants		•		•		•						•						•	
Insurance agents and brokers										•		•				•		•	
Manufacturers' sales workers										•						•		•	
Models				•												•			
Real estate agents and brokers						•				•		•				•		•	
Retail trade sales workers				•								•				•		•	
Route drivers				•		•										•		•	
√ Securities sales workers										•		•				•		•	
Travel agents										•						•		•	
Wholesale trade sales workers										•						•		•	
CONSTRUCTION OCCUPATIONS																			
√ Bricklayers		•				•								•				•	
√ Carpenters		•				•								•				•	
Cement masons and terrazzo workers		•				•												•	
Construction laborers		•				•												•	
Drywall installers and finishers		•		•														•	
Electricians		•				•												•	
Elevator constructors		•																•	

Table 2. *Continued*

	1 Problem-solving ability	2 User seek machinery	3 Inspects others	4 Repetitious	5 Hazardous	6 Outdoors	7 Physical stamina required	8 Generally confined	9 Precision	10 Works with detail	11 Frequent public contact	12 Part time	13 Able to see results	14 Creativity	15 Influences others	16 Competition on the job	17 Works as part of a team	18 Jobs widely scattered	19 Imitative
Floor covering installers		•		•														•	
Glaziers		•				•												•	
Insulation workers		•		•														•	
Ironworkers		•				•												•	
Lathers		•		•														•	
Operating engineers		•		•		•												•	
Painters and paperhangers		•		•		•												•	
Plasterers		•																•	
√ Plumbers		•				•												•	
Roofers		•		•		•												•	
Sheet-metal workers		•																•	
Tilesetters		•																•	
TRANSPORTATION OCCUPATIONS																			
Air transportation occupations																			
√ Air traffic controllers								•		•								•	
Airplane mechanics		•				•												•	
Airplane pilots		•						•										•	
Flight attendants				•															
Reservation, ticket, and passenger agents				•				•		•								•	
Merchant marine occupations																			
Merchant marine officers		•				•		•		•									
Merchant marine sailors		•		•		•		•											
Railroad occupations																			
Brake operators		•		•		•												•	
√ Conductors				•														•	
Locomotive engineers		•		•				•										•	
Shop trades		•				•												•	
Signal department workers		•				•												•	
Station agents				•				•		•								•	
Telegraphers, telephoners, and tower operators				•				•										•	
Track workers		•				•												•	
Driving occupations																			
Intercity busdrivers		•		•				•										•	
√ Local transit busdrivers		•		•				•										•	
Local truckdrivers		•		•				•										•	
Long-distance truckdrivers		•		•				•										•	
Parking attendants		•		•		•		•				•						•	
Taxicab drivers		•		•		•		•				•						•	
SCIENTIFIC AND TECHNICAL OCCUPATIONS																			
Life science occupations																			
√ Biochemists		•								•				•				•	
Life scientists		•								•				•				•	
Physical scientists																			
Astronomers		•								•				•				•	
Chemists		•								•				•				•	
Food scientists		•								•				•				•	
Physicists		•								•				•				•	
Environmental scientists																			
Geologists		•				•				•				•				•	

Table 2. *Continued*

	1 Problem-solving ability	2 Uses tools, machinery	3 Instructs others	4 Repetitious	5 Hazardous	6 Outdoors	7 Physical stamina required	8 Generally confined	9 Precision	10 Works with detail	11 Frequent public contact	12 Part time	13 Able to see results	14 Creativity	15 Influences others	16 Competition on the job	17 Works as part of a team	18 Jobs widely scattered	19 Initiative
Geophysicists		•				•				•				•				•	
Meteorologists		•								•				•				•	
Oceanographers		•				•				•				•					
Mathematics occupations																			
Mathematicians										•				•				•	
Statisticians										•				•				•	
Engineers																			
Aerospace										•				•					
Agricultural										•				•				•	
Biomedical										•				•				•	
Ceramic										•				•				•	
Chemical										•				•				•	
Civil										•				•				•	
√ Electrical										•				•				•	
Industrial										•				•				•	
Mechanical										•				•				•	
Metallurgical										•				•				•	
Mining										•				•				•	
Petroleum										•				•					
Technicians																			
√ Broadcast technicians		•						•		•								•	
Drafters		•		•				•		•								•	
Engineering and science technicians		•								•								•	
Surveyors		•				•				•								•	
MECHANICS AND REPAIRERS																			
Air-conditioning, refrigeration, and heating mechanics		•																•	
Airplane mechanics		•				•												•	
Appliance repairers		•																•	
Automobile body repairers		•						•										•	
√ Automobile mechanics		•						•										•	
Boat-engine mechanics		•						•										•	
Bowling-pin-machine mechanics		•		•				•										•	
Business machine repairers		•																•	
√ Computer service technicians		•																•	
Diesel mechanics		•						•										•	
Electric sign repairers		•				•												•	
Farm equipment mechanics		•				•												•	
Industrial machinery repairers		•																•	
Instrument repairers		•																•	
√ Jewelers		•		•				•						•				•	
Locksmiths		•																•	
Maintenance electricians		•																•	
Motorcycle mechanics		•						•										•	
Piano and organ tuners and repairers		•										•						•	
Shoe repairers		•		•				•										•	
Television and radio service technicians		•																•	
Truck mechanics and bus mechanics		•						•										•	
Vending machine mechanics		•		•														•	
Watch repairers		•						•										•	
Telephone craft occupations																			
Central office craft occupations		•																•	

Table 2. *Continued*

	1 Problem-solving ability	2 Uses tools, machinery	3 Instructs others	4 Repetitious	5 Hazardous	6 Outdoors	7 Physical stamina required	8 Generally confined	9 Precision	10 Works with detail	11 Frequent public contact	12 Part time	13 Able to see results	14 Creativity	15 Influences others	16 Competition on the job	17 Works as part of a team	18 Jobs widely scattered	19 Initiative
Central office equipment installers		•																•	
Line installers and cable splicers		•				•												•	
Telephone and PBX installers and repairers		•																•	
HEALTH OCCUPATIONS																			
Medical practitioners																			
Chiropractors		•								•		•						•	
Optometrists		•								•		•						•	
Osteopathic physicians		•								•								•	
Physicians		•								•								•	
Podiatrists		•								•								•	
Veterinarians		•								•								•	
Dental occupations																			
Dentists		•																•	
Dental assistants		•		•						•		•						•	
Dental hygienists		•		•				•				•						•	
Dental laboratory technicians		•		•				•										•	
Nursing occupations																			
√ Registered nurses		•								•		•						•	
Licensed practical nurses		•								•		•						•	
Nursing aides, orderlies, and attendants		•		•								•						•	
Therapy and rehabilitation occupations																			
Occupational therapists		•								•				•				•	
Occupational therapy assistants and aides		•										•						•	
√ Physical therapists		•								•				•				•	
Physical therapist assistants and aides		•																•	
Speech pathologists and audiologists		•								•				•				•	
Medical technologist, technician, and assistant occupations																			
Electrocardiograph technicians		•		•						•		•						•	
Electroencephalographic technologists and technicians		•		•						•								•	
Emergency medical technicians		•				•				•								•	
√ Medical laboratory technologists		•		•				•		•								•	
Medical record technicians and clerks				•				•		•								•	
Operating room technicians		•								•								•	
Optometric assistants		•								•								•	
Radiologic (X-ray) technologists		•								•		•						•	
Respiratory therapy workers		•								•								•	
Other health occupations																			
Dietitians										•		•		•				•	
Dispensing opticians		•								•								•	
Health services administrators										•				•				•	
Medical record administrators										•								•	
Pharmacists								•		•								•	
SOCIAL SCIENTISTS																			
Anthropologists										•				•				•	
Economists										•				•				•	
Geographers		•								•				•				•	
√ Historians										•				•				•	
√ Political scientists										•				•				•	

[1] Teachers only.

Table 2. *Continued*

	1 Problem-solving ability	2 Uses tools, machinery	3 Instructs others	4 Repetitious	5 Hazardous	6 Outdoors	7 Physical stamina required	8 Generally confined	9 Precision	10 Works with detail	11 Frequent public contact	12 Part time	13 Able to see results	14 Creativity	15 Influences others	16 Competition on the job	17 Works as part of a team	18 Jobs widely scattered	19 Initiative
Psychologists										•				•				•	
Sociologists										•				•				•	
SOCIAL SERVICE OCCUPATIONS																			
Counseling occupations																			
School counselors										•				•				•	
College career planning and placement counselors										•				•				•	
Employment counselors								•		•								•	
Rehabilitation counselors										•				•				•	
Clergy																			
√ Protestant ministers														•		•		•	
Rabbis														•		•		•	
Roman Catholic priests														•				•	
Other social service occupations																			
Cooperative extension service workers																		•	
Home economists														•				•	
Homemaker-home health aides																		•	
Park, recreation, and leisure service workers						•						•		•				•	
Social service aides				•								•						•	
√ Social workers														•				•	
PERFORMING ARTS, DESIGN, AND COMMUNICATIONS OCCUPATIONS																			
Performing artists																			
Actors and actresses												•		•		•			
Dancers														•		•			
√ Musicians												•		•		•			
Singers														•		•			
Design occupations																			
√ Architects		•								•				•		•		•	
Commercial artists		•								•				•		•		•	
Display workers		•												•				•	
Floral designers								•						•				•	
Industrial designers										•				•				•	
Interior designers										•				•		•		•	
Landscape architects										•				•				•	
Photographers														•		•		•	
Planners										•				•				•	
Communications occupations																			
Advertising workers										•				•		•			
Interpreters																			
√ Newspaper reporters										•				•		•		•	
Public relations workers										•				•		•		•	
Radio and television announcers								•						•		•		•	
Technical writers								•		•				•				•	
AGRICULTURE, FORESTRY, AND FISHERY OCCUPATIONS																			
Agricultural production occupations																			
√ Farmers		•				•												•	
Farm managers						•												•	
Farm laborers		•		•		•												•	
Farm labor supervisors						•												•	
Agricultural support occupations																			

[1] Teachers only.

Table 2. *Continued*

	1 Problem-solving ability	2 Uses tools, machinery	3 Instructs others	4 Repetitious	5 Hazardous	6 Outdoors	7 Physical stamina required	8 Generally confined	9 Precision	10 Works with detail	11 Frequent public contact	12 Part time	13 Able to see results	14 Creativity	15 Influences others	16 Competition on the job	17 Works as part of a team	18 Jobs widely scattered	19 Initiative
√ Cooperative extension service workers																		•	
Soil conservationists					•	•												•	
Soil scientists										•								•	
Range managers						•												•	
Agricultural engineers										•				•				•	
Food scientists										•				•				•	
Farm equipment mechanics		•				•												•	
Buyers and shippers, farm products																•		•	
Veterinarians		•								•								•	
Forestry occupations																			
√ Foresters						•												•	
Forestry technicians		•				•												•	
Loggers		•		•		•													
Fishery occupations																			
Fishers		•		•		•		•								•			
Fish farmers		•				•													

[1] Teachers only.

Job Characteristics

Purpose

To become more aware of job characteristics and to recognize those characteristics that are most important to oneself

Material

"Job Characteristics" handout
"From *Exploring Careers*" handout (from previous activity)

Procedure

After students have picked their own five most important job characteristics, ask each student to share those characteristics with the group.

If time allows, ask the group to brainstorm jobs that would include at least two or three of each person's top five job characteristics.

Handout

Job Characteristics

Directions: Read the descriptions of each of these nineteen job characteristics from the handout "From *Exploring Careers*." Then decide which of these characteristics is most important to *you*—in other words, which one would you want for sure to be in an occupation you chose for yourself? Write *1* in front of that characteristic; write *2* in front of the next most important characteristic, and so on, ending with *19* in front of the least important characteristic for you. Then, to summarize, write down the five most important characteristics *for you* in the space provided.

_____ Problem-solving ability

_____ Uses tools, machinery

_____ Instructs others

_____ Repetitious

_____ Hazardous

_____ Outdoors

_____ Physical stamina required

_____ Generally confined

_____ Precision

_____ Works with detail

_____ Frequent public contact

_____ Part time

_____ Able to see results

_____ Creativity

_____ Influences others

_____ Competition on the job

_____ Works as part of a team

_____ Jobs widely scattered

_____ Initiative

In summary, the five most important job characteristics for *me* are the following:

1. _____
2. _____
3. _____
4. _____
5. _____

Researching Specific Jobs

Purpose

To learn how to research specific occupations

Materials

"Researching Specific Jobs" handout
Several copies of the *Occupational Outlook Handbook* or other career resource materials that would provide the information needed for student research

Procedure

Note: To work with more than ten students, enlist the help of one or two additional adults familiar with the *Occupational Outlook Handbook*.
Review with students why it is good to know about more than one or two careers (to make an informal choice; because the Department of Labor predicts that most workers will change jobs more than once during a lifetime; because people might not be able to have their first choice, for example, getting into medical school, etc.).
Assign the worksheet and explain that its purpose is to help students learn how to research any occupation—to skim for information on education, salary, personal qualities needed, and so on—so that they can compare occupations.
Demonstrate how to use the *Occupational Outlook Handbook* or other career materials you may have for research. Show students where and how to find each category of information.
Students can work individually or in small groups, researching career titles of their own choice or assigned career titles. As students begin their research; you should circulate, offering assistance, encouragement, and ideas for consideration as needed.

Researching Specific Jobs

Directions

1. In the reference area of your public library or the career center of your school, find a copy of the *Occupational Outlook Handbook*. Look in the table of contents to find five occupations about which you would like more information. Read about each of the five, and fill in the information indicated so that you can compare those careers.

Career Title	Yearly Salary	High School Courses Needed	Personal Qualifications	Education/Training Needed after High School	Other Information (Job Outlook, Pros, Cons, etc.)
1.					
2.					
3.					
4.					
5.					

2. Now rank the careers. Cross out any that no longer interests you. Add others that you would like to explore another time.

Source: Pima County Career Guidance Project, Tucson, Arizona.

3

Looking at Me in the World of Work

Matching Jobs to Me

Purpose

To consider specific appealing occupations in light of job characteristics important to oneself

Materials

"Matching Jobs to Me" handout
Table from "From *Exploring Careers*" handout
Optional for additional research:

- Copies of the entire *Exploring Careers* booklet
- *Guide to Occupational Exploration*
- *Dictionary of Occupational Titles*
- *Occupational Outlook Handbook*

Procedure

After students have completed "Matching Jobs to Me," ask them to share the occupation that has the greatest number of their five top job characteristics. If time allows, have them look again at the table to see if their chosen job has any characteristics they do *not* like; if so, ask how important this characteristic is to them. Encourage students to use this process with other occupations of interest to them.

For additional research, have them use the reference book *Guide to Occupational Exploration;* ask them to look at the table of contents and then go to the large section or sections that hold interest for them. After reading the introductory comments and questions, students can browse through lists of specific occupation titles. When they find a title that is unfamiliar to them and want to know what is involved in that kind of work, show them how to use the nine-digit code number to look up the title in the *Dictionary of Occupational Titles;* you might compare the numbering system to that of the Dewey Decimal System they use to find books within a library and explain that here they are locating job titles (and brief descriptions) within a book.

Students could also do additional research using the *Occupational Outlook Handbook.*

Handout

Matching Jobs to Me

Directions

1. Review the occupations you listed as appealing in the "Job Clusters" exercise. Pick the six you are most interested in at this time, and list those under the heading "Occupations."
2. In the "Job Characteristics" exercise you listed the five most important job characteristics for you. Copy those as headings across the top of the form below.
3. Taking the occupations one at a time, look at the table to see what job characteristics each has; put an *X* under each of *your* favorite five characteristics included for that job. (For example, if you listed the occupation "electrician" and your top five job characteristics were 1–creativity, 2–outdoors, 3–initiative, 4–problem-solving ability, and 5–frequent public contact, then from the table you would find out that you could put an *X* under 2–outdoors and 4–problem-solving ability; two of your top five job characteristics would be included in the occupation of electrician.)
4. Note which of your six occupations of interest has the *most* of the characteristics you want in a job:

Occupations	**Job Characteristics** 1	2	3	4	5
1.					
2.					
3.					
4.					
5.					
6.					

Note: You can do additional research on this occupation and others of interest to you by reading about it in *Exploring Careers* or in the *Occupational Outlook Handbook*, which you used in the exercise "Researching Specific Jobs."

Future Planning, Part 1

Purpose

To begin setting career goals and listing steps to achieve those goals

Materials

"Future Planning, Part 1" handout

Procedure

Since you can read the description to the students, suggest that they relax, close their eyes and mentally take part in this trip into the future.

Read the description in a soft, soothing voice conducive to imaging. Then ask the students to answer the five questions on the handout. This is a very personal experience and should be done with as little communication among students as possible. Tell students that they will not be asked to share this experience.

Explain to students that all of this can come true for them; they need only take the proper actions to get themselves to this point in their lives.

Handout

Future Planning, Part 1

Directions

I. Get into a comfortable position for a mental trip into your future; relax. Slowly relax all the muscles in your body, starting with your legs . . . your abdomen and chest . . . your arms . . . your neck . . . your face.

Description of trip: You are now in suspended animation. Everything is perfect. Everything you want for yourself will come about. Everything you want to happen to yourself will happen. You are now going high up into the air. Two years have passed as you go higher and higher and everything you want is occurring for you. Five years have passed now and you are at the top of your journey. All the things you want you are going to get. You are coming down now and are thinking of where you want to live ten years from the start of the journey. Anywhere you want to live is where you will land. Seven years have passed now and you are coming down and thinking about who you want to live with. This too, is exactly as you wish. Nine years have passed and you begin to see the earth. Whatever it is you want to be doing ten years from now you will be doing. As you begin to land, you can see where you are. It is where you want to be. You can see those people with whom you want to be. Also you can see what it is you want to be doing ten years in the future and you are doing it. Picture these things and remember them as you wake up and record this information for yourself.

II. Now answer the five questions below, including item 5, listing all the things you would have to do in order to be what you have envisioned.

1. Where are you?

_____

_____

2. Who are you with?

_____

_____

3. What are you doing?

_____

_____

4. What is your career goal for yourself for ten years from now?

_____

_____

5. What would you have to do to get to this point? Write down all the things that you would have to do.

_____

_____

III. Now go on to the next activity, "Future Planning, Part 2."

Source: Robert Mackay, Pima County Career Guidance Project, Tucson, Arizona.

Future Planning, Part 2

Purpose

To develop an action plan to accomplish career goals

Materials

"Future Planning, Part 2" handout

Procedure

Pass out one copy of the action plans to each student.

Have them take out the list of actions they wrote for "Future Planning, Part 1" and list those actions in chronological order.

Allow the students 15 minutes to do this.

Next explain to them that between certain actions, gaps will appear. In other words, to get from one action to another several other actions may be necessary.

Have the students fill in these other actions on the right-hand side of the paper, keeping the time frame in mind.

When the student finishes this, she will have a list of actions directed at achieving a career goal she has set.

Explain to the student that the exercise is a process and not a finished product. Because of our changing values and changing goals, this exercise will need to be repeated often during her life. Once students learn the process, they can continue to make their own action plans.

Handout

Future Planning, Part 2

Directions

1. In the space below, write down your goal (item 4 of the "Future Planning, Part 1" handout).
2. Take the actions you listed for item 5 of "Future Planning, Part 1"; sort them as to the *time* each would be done, and list them under "Actions: Place in Chronological Order," below.
3. Look over your list. Now add other actions to fill in the gaps in the second column below.

Action Plan

My goal: _____

Actions: Place in Chronological Order	*Additional Actions to Fill in the Gaps*
	2 years
	4 years
	6 years
	8 years
	10 years from now

Source: Robert Mackay, Pima County Career Guidance Project, Tucson, Arizona.

4

Making Decisions

My Steps When Making a Decision

Purpose

To become familiar with the steps of decision making

Materials

"My Steps When Making a Decision" handout

Procedure

Before doing the activity, have students brainstorm some of the decisions they have had to make recently. After students have completed the activity, ask them to form small groups; each group should then select a decision to make and, as a group, decide on which steps would be used and in what order.

Handout

My Steps When Making a Decision

Directions

Choose a decision that you made recently and write down what that decision was.

_____

_____

_____

Now analyze the process you used to arrive at that decision. Read through the possible steps listed below. Number the steps you went through in making your decision. Number 1 will show what you did first, number 2 will be what you did second, and so on. You may not have used all of the steps listed below.

A. ___ I spoke with others about the risks involved with certain decisions.

B. ___ I stated what was important to me.

C. ___ I waited to see what my friends would say.

D. ___ I was proud of my decision.

E. ___ I made sure I knew what was important to me.

F. ___ I sought out new information (I asked questions).

G. ___ I thought of ways that my decision could be attained.

H. ___ I recognized and defined *what* needed to be decided.

I. ___ I considered the pros and cons of each possibility.

J. ___ My decision was my own and not the decision of my friends.

K. ___ I checked out with myself the costs or risks involved in choosing what I thought was right.

L. ___ I was willing to be known as someone who would make the decision that I made.

M. ___ I examined the information I already had.

Source: Adapted from materials by Cinthia Andine, Pima County Career Guidance Project, Tucson, Arizona.

Assertiveness

Purpose

To learn how to clearly ask for what you want without being passive or aggressive

Materials

"Assertiveness" handout

Procedure

Role-play the given situations so that each student has at least one opportunity to play each of these three roles: passive, assertive, and aggressive. Process the experience with the students as follows:

1. Ask how they felt in each role
2. Ask about the risks and rewards of each kind of behavior

Handout

Assertiveness

Have you ever told someone that you didn't mind if they borrowed your textbook for a particular night, even though you actually were planning to use it that night to study for a test and you really *did* mind?

Or maybe your response to the request was more like, "You've got to be kidding! What a nerve!" or "Where do you get off?" and you later wished you had left it at a simple and direct, "No, I'm using it"?

Passive behavior: submissive, weak behavior

Assertive behavior: straight, clear, effective behavior

Aggressive behavior: hostile, overly forceful behavior

Assertiveness helps us to take care of our own needs while not trampling on the rights of others. We often need to call on assertive behavior to respond to what we perceive as unreasonable demands on us.

Which of the above responses is a passive response? Which is assertive? Which is aggressive?

Directions

With one or two other students, role-play each of these situations. Take turns being the responder, and "try on" at least one passive, one assertive, and one aggressive response for each situation.

1. Mrs. C. has just asked you to serve on a planning committee for a youth dance. The dance is one week away.
2. Another person steps in front of you in the checkout line at the drugstore. What do you say or do?
3. Your older sister wants to borrow your new backpack for a two-week hike.
4. Your boyfriend urges you to try smoking marijuana.
5. The people for whom you babysit ask you today to babysit tomorrow night from 6:00 P.M. to 2:00 A.M.
6. Your guidance counselor recommends that you plan to get a job right after high school; she tells you that you aren't smart enough to go on to college.
7. Your father insists that you will be a great attorney, just like he is.

You set the scene for additional role plays. For which situations would you like to practice assertive responses?

Goal Setting: Blueprint for Success

Purpose

To learn the steps and skills involved in goal setting and goal achievement

Materials

"Goal Setting: Blueprint for Success" handout
"Goal Setting: Evaluation" handout

Procedure

Introduce the strategy by discussing with students some of the things that can keep people from reaching their goals. Use a concrete example to which students can relate. Then explain that you want to teach them how to plan so that they will avoid such pitfalls.

Give students a copy of "Goal Setting: Blueprint for Success." Their task is to complete the worksheet either in class or as homework. Explain that the goal they set should be something they really want to achieve. It can be personal or related to school, family, or jobs, but it should be something that students can hope to accomplish in a month.

When students have completed the worksheet, divide the class into pairs or trios and have them share and try to strengthen each other's action plans.

Note: The worksheet "Goal Setting: Evaluation" should be completed after students' target dates. Students can share their results with classmates. Reinforce even partial accomplishments and the learning that will help students achieve additional goals.

Handout

Goal Setting: Blueprint for Success

f you want to get a job last summer, but September came and you still had just vague notions of what jobs were available
how to go about getting them?
What goals do you have for yourself right now? (These goals can be personal or related to family, school, or jobs.)
one you could reasonably accomplish in a month, and then follow the blueprint below for achieving your goal.

Directions

I. Choose a goal.
   A. Write it down.

      "I'm going to do _____ (what)

      by _____ (when)

   B. Ask yourself:
      Is it realistic for me to do this?
      Do I have the time, ability, and whatever else I need to do it?
      Is it worthwhile?
      Is it important enough to me that I'll work to do it?
   C. If necessary, change the goal to make it realistic and worthwhile.

II. Break the goal down into smaller parts, and remind yourself of the goal.
   A. On a separate sheet of paper, list the steps; put them in order.
   B. Write down a deadline for completing each step.
   C. Post the piece of paper where you will see it every day, and check off the steps as you accomplish each one.

III. Deal with the roadblocks. Ask yourself:
   A. What could keep me from reaching my goal?
      ___ I'm afraid I might fail.
      ___ I don't have the time to do it.
      ___ I don't have the ability or knowledge to do it.
      ___ I'm afraid of what others might think.
      ___ I'm afraid I might succeed.
   B. What can I do to overcome the roadblocks and reach my goal?

      1. _____

      2. _____
   C. Who can help me?

Name	*Kind of Help*
_____	_____
_____	_____
_____	_____
_____	_____

IV. Look at the Possible Outcomes.

A. What good things might happen if you reach your goal?

B. What bad things might happen if you reach your goal?

C. What can you do to minimize the bad things?

D. Close your eyes and imagine that your goal is accomplished. Describe yourself. What are you saying, thinking, feeling? Describe the scene:

The best thing about accomplishing this goal is

Handout

Goal Setting: Evaluation

Directions

Soon after your target date, take a few minutes to see how your blueprint worked.

1. My goal was to do _____

   by _____

2. I accomplished these steps: _____

   _____

3. I accomplished my goal: _____

   ___ yes ___ no ___ partially

4. These things helped me: _____

   _____

5. I learned this about myself: _____

   _____

   I also learned _____

   _____

6. If I were to do it again, I would do these things differently:

   _____

   _____

5

Making My Plans

Career-Planning Summary Sheet

Purpose

To summarize the results of the activities each student has completed, to focus on several careers that seem suited to each student, and to research several careers

Materials

"Career-Planning Summary Sheet" handout
Each student's completed activity pages from "Looking at Me," "Learning about the World of Work," and "Looking at Me in the World of Work"

Procedure

Guide the students in transferring the results of their activities to the "Career-Planning Summary Sheet"

Handout

Career-Planning Summary Sheet

Directions

Refer to the worksheets you've completed for a composite look at yourself.

Looking at Me

A. From "Interests Suggest Careers," list three favorite interests and three related careers.

My Favorite Interests	*Careers Related to My Interests*
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

B. From "My Skills," what are your five favorite skills? List three related careers.

My Favorite Skills	*Careers Related to My Skills*
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	
5. _____	

C. From "Work Values," list your two most important values. List three related careers.

My Most Important Values	*Careers Related to My Values*
1. _____ _____	1. _____
2. _____	2. _____
	3. _____

Learning about the World of Work

D. From "Job Clusters," pick out, from all the specific occupations you listed, six occupations that especially appeal to you.

Careers I Find Appealing

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

E. From "Researching Specific Jobs," pick out two careers that you might like to do.

Career Possibilities for Me

1. _____
2. _____

Looking at Me in the World of Work

F. From "Matching Jobs to Me," which occupation has the most characteristics you want in a job?

Career with Desirable Job Characteristics

_____

G. From "Future Planning, Part 1" and "Future Planning, Part 2," what is your career goal for yourself for ten years from now?

Career Goal for Ten Years from Now

_____

H. By doing these activities, you came up with many different possible careers for yourself.

a. Which careers appeared several times?

b. Which careers especially appeal to you?

I. Another copy of the form from "Researching Specific Jobs" is included on the next page; on it record the information indicated for each of the careers you listed in item 8. Use the *Occupational Outlook Handbook* or another career information resource in your library or school career center. Then compare these careers. Which one seems to fit you and what you want to do?

In order to chart your course, you need to consider the possible destinations and what each would be like; you need to gather information about what the possible trips to each would involve and how long each trip would take. Only an informed traveler can made wise decisions and actually arrive at the destination.

Researching Specific Jobs

Directions

1. In the reference area of your public library or the career center of your school, find a copy of the *Occupational Outlook Handbook*. Look in the table of contents to find five occupations about which you would like more information. Read about each of the five, and fill in the information indicated so that you can compare those careers.

Career Title	Yearly Salary	High School Courses Needed	Personal Qualifications	Education/Training Needed after High School	Other Information (Job Outlook, Pros, Cons, etc.)
1.					
2.					
3.					
4.					
5.					

2. Now rank the careers. Cross out any that no longer interests you. Add others that you would like to explore another time.

Source: Pima County Career Guidance Project, Tucson, Arizona.

High School Courses Planning Guide

Purpose	To plan four-year high school coursework on the basis of career goals
Materials	"High School Courses Planning Guide" handout
Procedure	Assist the students in filling out the "High School Courses Planning Guide" handout.

Handout

High School Courses Planning Guide

Directions

1. Refer to the "Career-Planning Summary Sheet" to see what high school courses are needed for the career you see as most likely for yourself at this time. List those high school courses below.

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

2. Get a copy of your own high school's curriculum planning guide; fill in the grid on the next page with names of specific courses.

   a. Note the number of credits or courses needed for graduation: _____

   b. Divide that to determine the number needed each year: _____

   c. On the grid, first fill in all required courses for graduation.

   d. Then, if you plan to go to college, list college preparatory courses with the required courses.

   e. Finally, fill in the grid with electives (courses not required for graduation) from the courses you listed in item 1 above; these are courses that will help prepare you for your career goal.

Keep in mind that your interests and therefore your career goals may change; this is normal. To allow for changes, use a pencil so that you can erase and write in different courses as you wish.

My High School Course Plan

Name: _____

Date: _____

My Career Goal: _____

Teacher/Counselor/Adviser: _____

Ninth Grade	*Tenth Grade*
Required Courses:	Required Courses:
_____	_____
_____	_____
_____	_____
Elective Courses:	Elective Courses:
_____	_____
_____	_____
_____	_____

Eleventh Grade	*Twelfth Grade*
Required Courses:	Required Courses:
_____	_____
_____	_____
_____	_____
Elective Courses:	Elective Courses:
_____	_____
_____	_____
_____	_____

6

Suggestions for Continuing Your Career Exploration

1. Talk to your parents and their friends and to your friends' parents; find out what their work involves on a daily basis and what they like and don't like about it.

2. In the career center at your school and at your public library, read about various careers. Ask the reference librarian to help you find biographies about women in some career areas that interest you.

3. Interview at least two persons in each career area that interests you. Below are some questions you can use.

   - What do you do in your particular job?
   - What do you like about your job?
   - What do you dislike about your job?
   - How did you decide to get into this work?
   - What training and experience were required for you to get this job?
   - What career possibilities do you see for yourself?
   - If I were to go into this line of work, what advice would you have for me?

   Afterwards, ask yourself:

   - What appeals to *me* about this job?
   - What would I *not like* about this job?
   - Do I want to find out more about it?
   - If yes, what might be my next step?

4. Seek paying jobs or volunteer to do work related to career areas that interest you.

Part 2

Workshop Resources

7

Sample Career-Planning Workshop Agendas

Two-Day Workshop Agenda

Plan

Do career guidance activities all day with a recreation period and lunch break at noon.

Day 1

9:00–9:30	Instant Autobiography
9:30–10:00	Interests Suggest Careers
10:00–10:15	Break
10:15–10:45	My Skills
10:45–11:15	My Work Values
11:15–12:00	Recreation
12:00–1:00	Lunch
1:00–1:30	Job Clusters
1:30–2:00	Job Characteristics
2:00–2:15	Break
2:15–3:30	Researching Specific Jobs

Day 2

9:00–9:20	Matching Jobs to Me
9:20–9:40	Future Planning, Part 1
9:40–10:00	Future Planning, Part 2
10:00–10:15	Break
10:15–10:35	My Steps When Making a Decision
10:35–11:15	Assertiveness
11:15–12:00	Recreation
12:00–1:00	Lunch
1:00–1:45	Goal Setting: Blueprint for Success
1:45–2:15	Begin: Career Planning Summary Sheet
2:15–2:30	Break
2:30–3:00	Finish: Career Planning Summary Sheet
3:00–3:30	High School Courses Planning Guide

Five-Day Workshop Agenda

Plan	Do career guidance activities for two hours each morning, from 9:00 A.M. to 11:00 A.M.	
Day 1	9:00–9:30	Instant Autobiography
	9:30–10:00	Interests Suggest Careers
	10:00–10:10	Break
	10:10–10:35	My Skills
	10:35–11:00	My Work Values
Day 2	9:00–9:30	Job Clusters
	9:30–10:00	Job Characteristics
	10:00–10:10	Break
	10:10–11:00	Researching Specific Jobs
Day 3	9:00–9:35	Matching Jobs to Me
	9:35–10:15	Future Planning, Part 1
	10:15–10:25	Break
	10:25–11:00	Future Planning, Part 2
Day 4	9:00–9:30	My Steps When Making a Decision
	9:30–10:10	Assertiveness
	10:10–10:20	Break
	10:20–11:00	Goal Setting: Blueprint for Success
Day 5	9:00–10:00	Career-Planning Summary Sheet
	10:00–10:10	Break
	10:10–11:00	High School Courses Planning Guide

Eighteen-Week Career Guidance Schedule

Plan	Use one career guidance activity during one homeroom period (20–30 minutes) per week for an entire semester—except for a few activities, which would each require two periods.
Week 1	Instant Autobiography
Week 2	Interests Suggest Careers
Week 3	My Skills
Week 4	My Work Values
Week 5	Job Clusters
Week 6	Job Characteristics
Weeks 7 and 8	Researching Specific Jobs

Week 9	Matching Jobs to Me
Week 10	Future Planning, Part 1
Week 11	Future Planning, Part 2
Week 12	My Steps When Making a Decision
Weeks 13 and 14	Assertiveness
Week 15	Goal Setting: Blueprint for Success
Weeks 16 and 17	Career Planning Summary Sheet
Week 18	High School Courses Planning Guide

8

Suggested Materials

Computer Programs for Sex-Fair Career Guidance

The computer programs described in this chapter are driven by a student's interests, skills, and other choices rather than by maleness or femaleness; therefore, the programs have a built-in sex-fair premise: certain occupations are not presupposed to be more appropriate for women or for men.

Besides being sex-fair, a computer-assisted career guidance program has high motivational appeal and systematic approaches to self-assessment and to the world of work, as well as to the linking of these, resulting in specific suggested occupations for a given student. (For a listing of benefits that computer-assisted career guidance can provide for students, counselors, and administrators, see JoAnn Harris-Bowlsbey's chapter, "The Computer as a Tool in Career Guidance Programs," pp. 373–75 in *Designing Careers* by Norman D. Bysbers & Associates, a publication of the National Vocational Guidance Association by Jossey-Bass, 1984.)

The programs listed below are merely a sample of the lower priced programs available for use on personal computers. Many other programs are on the market. An important consideration when evaluating a program is to ensure that maleness or femaleness not be a limiting factor in the career possibilities suggested to students based on their choices.

Career Directions

Career Directions is available from Jefferson Software, 723 Kanawha Boulevard East, Charleston, West Virginia 25301, phone (304)344-8550 or 1-800-468-4227. Cost of the software is about $90.00, and the program can be run on Apple II or IIe or on TRS-80 Models III or 4, two disk drives.

Career Directions has these two particularly strong features: (1) the program is easy to use and (2) the program provides an introduction to the process of career exploration and planning (parts of the program deal with preferred kinds of work, favorite subjects, physical and environmental considerations, and education/training time). The database includes 470 occupations; "related occupations" are listed for the user based on responses to the questions asked. One limitation of the program is that a user may get few "related occupations," in which case the documentation suggests that the user work back and forth through the program and refine responses.

JOB-O

JOB-O is available from CFKR Career Materials, Inc., P.O. Box 437, Meadow Vista, California 97522, phone (916)878-0118. Cost of the software is about $60.00, and the program can be run on Apple II+ or IIe, TRS-80 Model III, Commodore PET/CBM, COMMODORE 64 and IBM-PC. *JOB-O* is a general career interest survey that quickly matches job interests and educational aspirations with 120 major job titles and more than 600 related job titles. Two strong features of this program are the simple language and the basic introduction it offers to the career guidance process (through self-awareness, job exploration, and the matching of jobs with personal needs). This instrument is also available in printed form.

Harrington-O'Shea *Career Decision Making System*

The Harrington-O'Shea *Career Decision Making System* is available from American Guidance Service, Publishers' Building, Circle Pines, Minnesota 55014-1796, phone 1-800-328-2560. Cost of the software is $165.00 for two diskettes that yield fifty uses; additional data diskettes are about $50.00 each and yield another twenty-five uses each. This program can be run on the Apple IIc, II, and IIe and on the TRS-80 Models III and 4.

The user's answers from the computer program must be transferred onto a Summary Profile form that includes Stated Occupational Preferences, Future Plans (education/training), Job Values (from a list of fourteen), Abilities (from fourteen areas of achievement), Interest Scale Scores (a ranking of six large interest areas based on answers to a 120-item interest inventory), and Career Clusters Suggested by Your Scores (resulting from answers to the above). The Summary Profile, a part of the Interpretive Folder, directs users into the *Guide for Occupational Exploration*, a reference book published by the Department of Labor. The Harrington-O'Shea *Career Decision Making System* is available in printed form as well.

Micro-Skills II

Micro-Skills II is available from Eureka, The California Center Information System, 5625 Sutter Avenue, Richmond, California 94804, phone (415)524-4976. Cost of the complete *Micro-Skills II* set is $750.00 (the cost can be lower, based on components selected), and the program can be run on an Apple II or IIe, one or two disk drives.

The main feature of this program is that users are asked to consider seventy-two skills (each is defined) and then select the five "very satisfying," ten "moderately satisfying," and twenty "somewhat satisfying" skills. On the basis of those selections, the top 30 occupations that are the best matches (out of the 360 occupations included in the program) are listed and ranked for the user. Information about any of the top 30 occupations (or any of the other occupations in the program) can be requested; available are brief descriptions of the work and *Dictionary of Occupational Titles* and *Occupational Outlook Handbook* reference numbers to encourage additional exploration. (The *D.O.T.* and *O.O.H.* are both reference books published by the Department of Labor.)

Selected Career Guidance Books

Bingham, Mindy, Judy Edmondson, and Sandy Stryker. *Choices: A Teen Women's Journal for Self-Awareness and Personal Planning*. El Toro, Calif.: Mission Publications, 1985.

Includes consideration of attitudes toward work, marriage and children, the high cost of living; nontraditional careers and financial aid for school or training. Has exercises in values, skills identification, goal setting, decision making, and assertiveness, as well as career planning.

Catalyst. *It's Your Future! Catalyst's Career Guide for High School Girls.* Princeton, N.J.: Peterson's Guides, 1984.
Includes profiles of working women, selections from diaries of women of the past, original poetry and illustrations by teenage girls, self-awareness exercises, and practical suggestions on preparing for the world of work.

Edmondson, Judy, Mindy Bingham, Sue Fajen, Michele œ, and Sandy Stryker. *Instructor's Guide for* Choices *and* Challenges: *A Course in Personal Planning and Self-Awareness for Teen-Aged Women and Men.* Santa Barbara, Calif.: Advocacy Press, 1984.
Takes the instructor chapter-by-chapter through the books *Choices* (described above) for girls and *Challenges* (not described here) for boys, with suggestions for presentations and additional activities.

Pima County Career Guidance Project. *Career Guidance Project.* (Available from the Center for Educational Development, 620 North Seventh Avenue, Tucson, Ariz. 85705.)
Sets out a career guidance curriculum with activities for each grade level, sixth grade through twelfth grade. Includes self-awareness, educational and career awareness, economic awareness, decision making, beginning competency employability skills, appreciations, and attitudes.

___. *Career Guidance Program Manual.* (Available from the Center for Educational Development, 620 North Seventh Avenue, Tucson, Ariz. 85705.)
Describes a comprehensive career guidance program, beginning with a youth advisory board and including counseling activities for classrooms and small groups for self-awareness, decision making, career planning, and job seeking skills; also includes suggestions for dealing with sex stereotyping as it affects career exploration and ideas for incorporating career guidance into various subject areas.

Code: 0703

Related Titles from the Women's Educational Equity Act Publishing Center

Female Dropouts: A New Perspective, by the National Association of State Boards of Education

Presents—for the first time—a clear picture of who female dropouts are. A ground-breaking work that describes characteristics associated with girls at risk and reports on promising programs throughout the country.

Hand in Hand: Mentoring Young Women, by the Center for Sex Equity, Portland, Oregon

Outlines a mentoring program focusing on the specific needs of minority high school students. Set contains materials for program organizer, mentors, and students.

Project CHOICE: Creating Her Options in Career Exploration, by Case Western University

Contains interviews with people from a broad range of nontraditional careers. Written by students, examines why people choose nontraditional careers and how they combine work and family life.

"These two books will benefit users by expanding awareness of career planning and imposing reality on 'work life' and career selections. The role model contact is a unique and valuable component."

—Ann Turnham Smith, Alabama State Departments of Education and Postsecondary Education

WEEA Publishing Center
Education Development Center
55 Chapel Street
Newton, MA 02160

To order a free catalog of sex-fair educational materials, call toll-free at 800-225-3088 (in Massachusetts call 617-969-7100).